

SB 194: Early Literacy Program

01

Early Literacy Plan Changes

Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension, Oral Language, and Writing

02

New Goal Expectations

Growth Goal—60%
2+ Local Goals

03

Intervention Alignment

Evidence-based interventions are required to be aligned to students' identified need(s).

04

Consequences for Failure

The State Board will provide support to LEAs that have failed their growth goal and/or one of their local goals.

05

Early Literacy Plan Approval

Local School Board
USBE

06

Digital Literacy Reporting Platform

Transparent data and strategy display

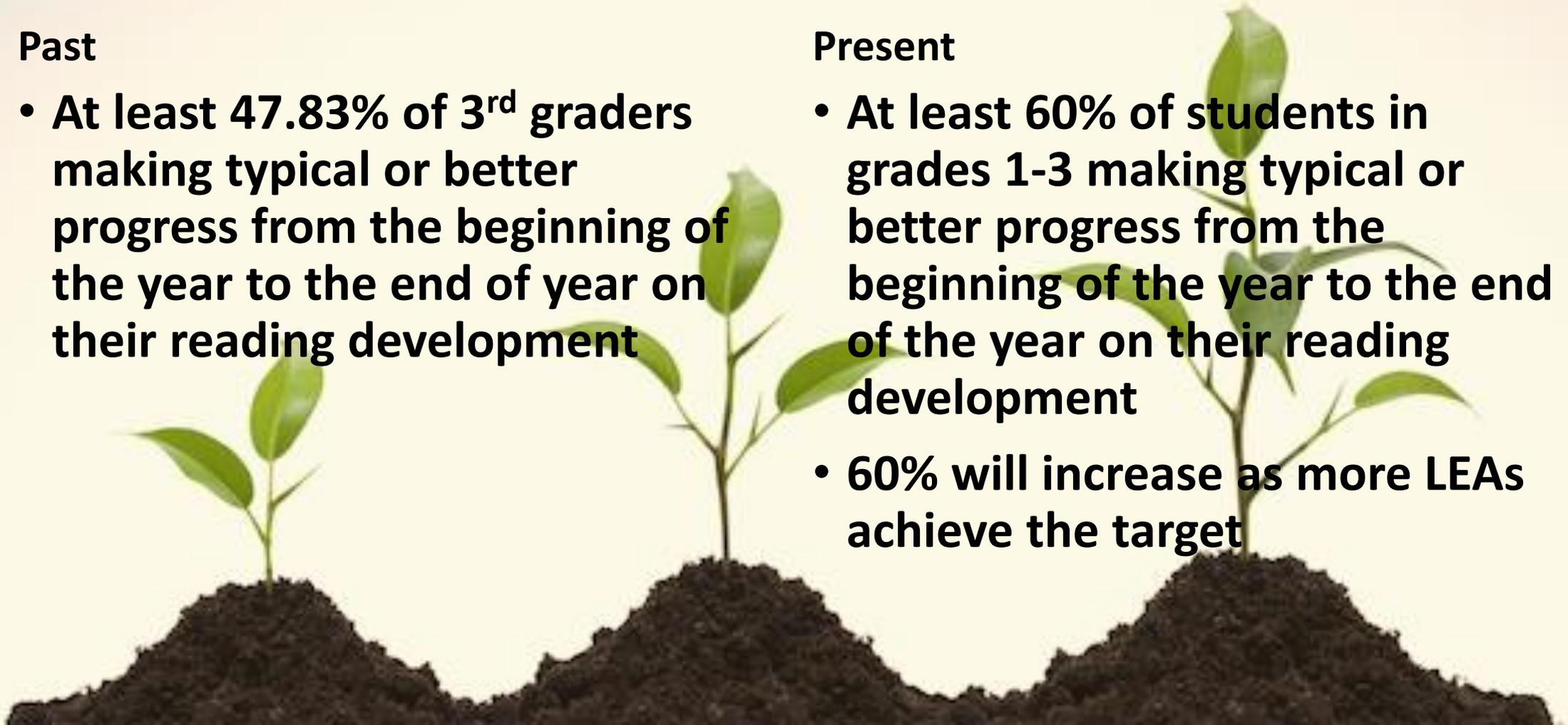
Growth Goal

Past

- **At least 47.83% of 3rd graders making typical or better progress from the beginning of the year to the end of year on their reading development**

Present

- **At least 60% of students in grades 1-3 making typical or better progress from the beginning of the year to the end of the year on their reading development**
- **60% will increase as more LEAs achieve the target**





Local Goals

- At least two local goals:
 - Goals must be measurable, *ambitious yet attainable*, address current performance gaps in student literacy data, and include specific evidence-based strategies for improving outcomes, including early intervention K-3 software if being used.
 - As defined in updated R277-406, an evidence-based strategy is a curriculum, practice, or instructional approach that has demonstrated a statistically significant effect on improving student outcomes.

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System of Support

Year 1 Strategies

USBE Staff and the LEA's Literacy team will collaboratively engage in one or more of the following strategies:

- **Quarterly meetings to conduct data drills, including DIBELS subskill measures, and review alignment of resources and professional learning to identified needs (*required*)**
- **Attend USBE led training to develop the LEAs Early Literacy Plan (*required*)**
- Evaluate systems for communicating and supporting instructional focus/strategies to classroom teachers and establish strategies for improvement
- Evaluate self-assessment results of Utah's Elementary Literacy Framework and determine areas of strength and improvement and develop an action plan for improvement
- Conduct a survey of teacher beliefs, analyze the results, and develop an action plan to address identified deficits



Year 2 Strategies

USBE Staff and the LEA's Literacy team will collaboratively engage in one or more of the following strategies:

- Evaluate effectiveness of literacy coaching model and supports being provided and identify, implement, and refine strategies for areas needing improvement
- Evaluate the alignment of curriculum, instruction, and assessment to identify areas needing improvement

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Digital Literacy Platform

- In progress
 - Met with IT, Purchasing, Assessment, and Digital Teaching and Learning to discuss the development
 - Determined the parameters of what the platform would need to be capable of
 - Goals (growth and local goals), including the evidence-based strategies they employed
 - Status of Achievement of Goals
 - Longitudinal comparisons (schools, districts/charter, state)
 - Denote failure status and number of years failed
 - Next steps
 - Develop the platform to meet the parameters needed—available for use in the spring of 2019

Literacy Innovation Training

- 101 LEAs attended a 2-day training on changes to Early Literacy
- Training covered
 - Current state of literacy (state and local context)
 - Data Analysis
 - Root Cause Analysis
 - Goal Setting
 - Evidence-Based Strategies
 - Implementation planning

The word "TRAINING" is displayed in a bold, sans-serif font. Each letter is contained within a colored rectangular block. The colors are: T (orange), R (teal), A (light green), I (dark blue), N (orange), I (teal), N (light green), and G (light green). The blocks are slightly offset and overlap, creating a dynamic, 3D effect. The entire graphic is set against a light gray background with a subtle gradient.

Panel Discussion

- What strategies have shown success in improving K-3 literacy outcomes in your school?
- How did you decide what strategies to use and why?
- How have those chosen strategies made a difference in student outcomes?
- What challenges have you faced throughout this process?
- Explain your future plans to improve literacy proficiency?

Scatter Plot

School EOY Pathways By Proficiency

